

# Administration of the Stanford-Binet Intelligence Scales, Fifth Edition

## Routing Subtests

To calculate the raw scores for both routing subtests add the base points together with the earned points. Use the raw score to determine the level for the subsequent subtests.

Testlet Name	Subtest/Factor	Task Description	Administration Tips
Object Series/Matrices	Fluid Reasoning	Nonverbal	<ul style="list-style-type: none"><li>Choose start point based on actual age or estimated functional age</li><li>Maximum 3 minutes per item</li><li>Student may verbalize or point to indicate their response</li><li>Appendix D.1 provides rationale for answers</li></ul>
Vocabulary	Knowledge	Verbal	<ul style="list-style-type: none"><li>Choose start point based on actual age or estimated functional age</li><li>Record student's exact response for all items</li><li>Queries are indicated where appropriate</li><li>Appendix D.2 includes definitions, additional meanings, special usages, and pronunciation guide</li></ul>

## Non Verbal Levels 1-6

Level 1 – Both testlets involve manipulatives and have game like qualities. There is no basal or ceiling rule for Level 1. All examinees continue on to Level 2 on both subtests.

Testlet Name	Subtest/Factor	Task Description	Administration Tips
Form Board	Visual-Spatial Processing	Putting shapes into form board	<ul style="list-style-type: none"><li>Present form board with pieces in place</li><li>Pay attention to the placement of the pieces on the table when presenting the items</li><li>Item 4-Rotate form board 180 degrees</li></ul>
Delayed Response	Working Memory	"shell game" An object is hidden under a cup that is retained in position, reversed, or hidden behind a screen.	<ul style="list-style-type: none"><li>Directions stating placement of materials under the cup are oriented from the examiner's perspective.</li></ul>

Level 2 - The basal rule is different for this level. Establishing a basal requires the examinee to score 3 or more points on each testlet in Level 2. If the examinee must drop back, administer the two testlets in Level 1. Once a basal is established, testing continues forward through the testlets and levels until a ceiling is reached. The ceiling rule is 2 or fewer points on a testlet for each subtest.

Testlet Name	Subtest/Factor	Task Description	Administration Tips
Procedural Knowledge	Knowledge	The examinee is asked to demonstrate how to perform a task.	<ul style="list-style-type: none"> <li>• Always begin with Item 1 and administer all the test items in the testlet.</li> <li>• Although items 2-6 are not timed, allow 20 seconds to respond to each item. If no response, score as 0 and move to next item</li> <li>• To receive credit the examinee must physically demonstrate the procedure.</li> </ul>
Quantitative Reasoning	Quantitative Reasoning	The examinee uses manipulatives to show “bigger” and “more” and counting to 3 with blocks	<ul style="list-style-type: none"> <li>• Have manipulatives easily available but out of the way during administration</li> </ul>
Form Board	Visual-Spatial Processing	Continuation of the form board task at Level 1.	<ul style="list-style-type: none"> <li>• Pay attention to the placement of the pieces on the table when presenting the items</li> <li>• The examinee does not have to place the half pieces in a particular horizontal or vertical orientation</li> <li>• Item 6-Rotate form board 90 degrees. The examinee may not move the form board.</li> </ul>
Block Span	Working Memory	Block tapping. It provides a nonverbal alternative to the digit span task in other batteries.	<ul style="list-style-type: none"> <li>• Use the layout card with the rows of yellow and red with numbered locations. Orient the card so that the numbers face you.</li> <li>• If the examinee does not respond or is wrong follow the feedback directions in the shaded box. Do not repeat the sample item.</li> <li>• Do not give partial points for tapping some of the items correctly.</li> <li>• Tap at the rate of one tap per second.</li> <li>• When tapping use a somewhat exaggerated motion with a clear up and down motion to demonstrate the task and draw the examinee’s attention.</li> </ul>

Level 3 - For typically developing children, the items in Level 3 would be considered to be in the early school age range. If starting with Level 3, the basal rule allows you to drop back in each of the four subtests. If the examinee receives fewer than 3 points on any testlet, drop back immediately to the previous level and administer on the testlet of the same subtest. If an examinee receives 2 or fewer points on a testlet, discontinue testing for that subtest. Continue administering the subtests until a ceiling has been reached on each of the 4 subtest. This procedure provides a fair assessment by measuring the examinee's optimal performance for each of the subtests assessed in the levels sections.

Testlet Name	Subtest/Factor	Task Description	Administration Tips
Procedural Knowledge	Knowledge	The examinee is asked to demonstrate the common functions of objects shown in pictures	<ul style="list-style-type: none"> <li>You may not cover stimuli on the page to isolate the item being administered.</li> <li>Item 4-give credit if the examinee makes a whistling sound.</li> <li>Remember to say "Show me" if the examinee just tells you the answer.</li> </ul>
Quantitative Reasoning	Quantitative Reasoning	Items include addition with blocks and basic recognition of numbers.	<ul style="list-style-type: none"> <li>The first item includes corrective feedback.</li> <li>Give credit on items 3 and 4 if the examinee speaks the answer. Provide feedback "show me" and point to the blocks since this is intended to be a nonverbal task.</li> </ul>
Form Patterns	Visual-Spatial Processing	Analyze and duplicate two-dimensional visual patterns with moveable pieces.	<ul style="list-style-type: none"> <li>Scoring is based on examiner judgment.</li> <li>Partial credit can be given. Pictures of correct and partly correct designs are provided in item book 2.</li> <li>Sample item is pass or fail and is not included in the raw score.</li> <li>Items are timed and have varying time limits</li> <li>Do not allow examinee to see record form as it has pictures of the solutions.</li> <li>Record form has both examinee and examiner views.</li> <li>Using semicircles in place of the circle or using rectangles in place of the square are not errors when it does not change the overall gestalt.</li> <li>The item is correct if the examinee creates a perfect reproduction of a design but the entire design is rotated.</li> </ul>
Block Span	Working Memory	Continuation of block tapping.	<ul style="list-style-type: none"> <li>See Level 2 information</li> </ul>

Level 4 -. For typically developing children, the items in Level 4 would be considered to be in the school age range. Basal and ceiling rules are the same as Level 3.

Testlet Name	Subtest/Factor	Task Description	Administration Tips
Picture Absurdities	Knowledge	The examinee is asked to identify the element that is silly or impossible in a picture.	<ul style="list-style-type: none"> <li>• Verbal responses are okay, but the examinee should also point.</li> <li>• Appendix D.3 contains scoring rubric</li> </ul>
Quantitative Reasoning	Quantitative Reasoning	Items focus on the concepts of estimation, 3-dimensional block counting, the relative magnitude of numbers, and figural series involving mathematical relationships.	<ul style="list-style-type: none"> <li>• The first item includes corrective feedback.</li> <li>• Verbal responses are okay, but the examinee should also point.</li> <li>• Examinee may pick up and compare counting rods.</li> </ul>
Form Patterns	Visual-Spatial Processing	Analyze and duplicate two-dimensional visual patterns with moveable pieces.	<ul style="list-style-type: none"> <li>• See Level 3 information</li> </ul>
Block Span	Working Memory	Continuation of block tapping.	<ul style="list-style-type: none"> <li>• See Level 2 information</li> </ul>

Level 5 - For typically developing children, the items in Level 5 would be considered to be in the adolescent to adult range. The basal rule changes in Level 5 from 3 point to 4 points. The ceiling rule is the same. Level 5 requires the examinee to use scratch paper and a pencil.

Testlet Name	Subtest/Factor	Task Description	Administration Tips
Picture Absurdities	Knowledge	The examinee is asked to identify the element that is silly or impossible in a picture.	<ul style="list-style-type: none"> <li>• See level 4 information</li> </ul>
Quantitative Reasoning	Quantitative Reasoning	Items include figural number sequences and pictorial mathematical relationships.	<ul style="list-style-type: none"> <li>• No manipulatives are needed</li> <li>• Verbal responses are okay, but the examinee should also point.</li> <li>• Appendix D.4 provides expanded explanations of the logic for these items</li> </ul>
Form Patterns	Visual-Spatial Processing	Analyze and duplicate two-dimensional visual patterns with moveable pieces.	<ul style="list-style-type: none"> <li>• If examinee was routed to Level 5 begin with the sample item. If Level 4 was administered, say, "Remember these?" and proceed to item 1.</li> <li>• See level 3 for additional information</li> </ul>
Block Span	Working Memory	Continuation of block tapping.	<ul style="list-style-type: none"> <li>• See Level 2 information</li> </ul>

Level 6 - No examinees are routed to this level because more than one level of testlets is needed to produce reliable factor indexes at the highest level. Basal and ceiling rules do not apply. This level continues all four types of items presented at levels 4 and 5. Refer to previous levels for more information on each testlet.

Testlet Name	Subtest/Factor	Task Description
Picture Absurdities	Knowledge	The examinee is asked to identify the element that is silly or impossible in a picture.
Quantitative Reasoning	Quantitative Reasoning	Items offer a mixture of figural/mathematical sequences and complex, but practical mathematical relationships, all presented in interesting illustrations. Logical and algebraic reasoning skill and systems equations are required to solve these items.
Form Patterns	Visual-Spatial Processing	Analyze and duplicate two-dimensional visual patterns with moveable pieces.
Block Span	Working Memory	Continuation of block tapping.

## Verbal Levels 2-6

The verbal testlets require the examinee to explain answers or vocalize responses. The examinee may route into 4 of the 5 levels. Basal rules change for each subtest. Discontinue all testing within the verbal section when the examinee meets the ceiling-level performance criteria on each of the four subtests.

Level 2 – There is no basal rule in level 2 because it is the beginning verbal level.

Testlet Name	Subtest/Factor	Task Description	Administration Tips
Early Reasoning	Fluid Reasoning	The examinee describes and determines the cause and effect of events depicted in colorful pictures	<ul style="list-style-type: none"> <li>• Administer all the items in the testlet</li> <li>• You can prompt with “Tell me more about it” or “What is this?”</li> <li>• Scoring rubrics are in the item book</li> </ul>
Quantitative Reasoning	Quantitative Reasoning	Verbalize fundamental counting of toys and objects in colorful illustrations	<ul style="list-style-type: none"> <li>• For item 1 do not use fingers, blocks, or toys to elicit response</li> <li>• Give credit on items 2-6 if examinee counts orally or holds up fingers and says correct response</li> </ul>
Position and Direction	Visual-Spatial Processing	A verbal task that asks examinees to move objects into certain positions such as on, inside, and outside.	<ul style="list-style-type: none"> <li>• Administer all the items in the testlet</li> <li>• Item 2- The examiner may not demonstrate ball on cup if examinee does not respond or gets it wrong.</li> <li>• Item 3- Lay the item book flat</li> <li>• Item 4- The bottom of the house is any place on the bottom half of the picture of the house.</li> <li>• Items 3-6 – score correct if at least half the block surface is placed on the correct pictured object.</li> </ul>
Memory for Sentences	Working Memory	The examiner speaks brief phrases or sentences that the examinee must repeat from memory.	<ul style="list-style-type: none"> <li>• There is no need to record responses unless the responses are unusual.</li> </ul>

### Level 3

Testlet Name	Subtest/Factor	Task Description	Administration Tips
Early Reasoning	Fluid Reasoning	The items involve sorting picture chips into meaningful categories.	<ul style="list-style-type: none"> <li>Place 30 chips on the table with pictures facing up.</li> <li>First prompt is by color.</li> <li>After examinee chooses 3, they are moved to the side of the table and not used again.</li> <li>The number of sorting categories is transformed into a point score ranging from 0-6.</li> <li>Use the examiner feedback in the shaded box as many times as needed.</li> </ul>
Quantitative Reasoning	Quantitative Reasoning	Items focus on number names and simple addition and subtraction using pictorial objects and brief word problems.	<ul style="list-style-type: none"> <li>Item 4- follow the printed directions. Do not say 2 plus 4. The item is designed to see if the examinee understands basic addition with an unconventional prompt.</li> </ul>
Position and Direction	Visual-Spatial Processing	A verbal task that requires examinees to place a green block on a picture to test the understanding of spatial concepts such as “in front of,” and “farthest behind.”	<ul style="list-style-type: none"> <li>Lay the item book flat</li> <li>Score items correct if at least half the block surface is placed on the correct pictured object.</li> </ul>
Memory for Sentences	Working Memory	The examiner speaks brief phrases or sentences that the examinee must repeat from memory.	<ul style="list-style-type: none"> <li>There is no need to record responses unless the responses are unusual.</li> </ul>

### Level 4

Testlet Name	Subtest/Factor	Task Description	Administration Tips
Verbal Absurdities	Fluid Reasoning	The examinee is asked to identify the element that is silly or impossible in a statement that is read aloud.	<ul style="list-style-type: none"> <li>The item book has examples. Appendix D.5 includes the qualitative scoring guidelines.</li> </ul>
Quantitative Reasoning	Quantitative Reasoning	Items focus on measurement and geometric and word problems requiring logic and multiplication skills and a verbal response.	<ul style="list-style-type: none"> <li>The examinee cannot use paper and pencil.</li> <li>The examinee may “write” on the table with their finger.</li> </ul>
Position and Direction	Visual-Spatial Processing	A verbal task that requires examinees to place a green block on a picture to test the understanding of spatial concepts such as “moving toward” and “farthest left.”	<ul style="list-style-type: none"> <li>Lay the item book flat</li> <li>Score items correct if at least half the block surface is placed on the correct pictured object.</li> </ul>
Last Word	Working Memory	The examiner asks two brief yes/no questions. The task is to answer the questions and then recall the last word in each question in the correct sequence.	<ul style="list-style-type: none"> <li>Accept either yes or no as the answer regardless if whether or not it is correct. The answers act as distracters.</li> <li>Any distinguishable answer to the question is acceptable, including head nods. If the examinee does not respond, ask for an answer before moving on to the next item.</li> </ul>

### Level 5

Testlet Name	Subtest/Factor	Task Description	Administration Tips
Verbal Analogies	Fluid Reasoning	The examiner reads the sentence and asks the examinee to supply the correct answer.	<ul style="list-style-type: none"> <li>The item book has examples. Appendix D.7 includes a statement of the meaning of the analogy and the qualitative scoring guidelines.</li> </ul>
Quantitative Reasoning	Quantitative Reasoning	This testlet uses complex word problems to assess high-level mathematical reasoning and problem solving.	<ul style="list-style-type: none"> <li>Appendix D.6 provides expanded explanations of the logic for these items.</li> </ul>
Position and Direction	Visual-Spatial Processing	This testlet asks the examinee to use words such as left, right, north, and south to describe a path followed to reach a targeted destination presented pictorially.	<ul style="list-style-type: none"> <li>You may repeat the directions one time because they are open ended and do not require memory.</li> <li>Cutting across the grass is not a correct answer and should be corrected by saying, "No, stick to the path."</li> </ul>
Last Word	Working Memory	See Level 4 for information.	<ul style="list-style-type: none"> <li>See Level 4 for information.</li> </ul>

### Level 6

Testlet Name	Subtest/Factor	Task Description	Administration Tips
Verbal Analogies	Fluid Reasoning	See Level 5 for information.	<ul style="list-style-type: none"> <li>See Level 5 for information.</li> </ul>
Quantitative Reasoning	Quantitative Reasoning	See Level 5 for information.	<ul style="list-style-type: none"> <li>See Level 5 for information.</li> </ul>
Position and Direction	Visual-Spatial Processing	See Level 5 for information.	<ul style="list-style-type: none"> <li>See Level 5 for information.</li> </ul>
Last Word	Working Memory	See Level 4 for information.	See Level 4 for information.